



**Corona del Sol High School**  
Tempe Union High School District  
1001 E. Knox Road, Tempe, AZ 85284-3299

ARIZONA  
School Report Card  
2001-02

**Principal: Mr. James T. Denton**

**Schedule: 7:30 AM to 4:00 PM**

**Web Address: Webmaster.cds@tuhsd.k12.az.us**

**E-mail: Corona\_del\_Sol.HS@tuhsd.k12.az.us**

**Grades: 9-12**

**2001 Enrollment: 2726**

**Phone: (480) 752-8888**

**Fax: (480) 820-3632**

## ▼ School Overview ▼

### Mission

The Corona del Sol Community is committed to educational excellence and to the development of honorable, contributing members of society.

### Organization and Philosophy

- w Traditional/Student-focused
- w Departmentalized Classrooms
- w AP/Honors Program/College Credit Classes
- w Co-curricular Programs

### Instructional Programs

- w Honors, Gifted and AP Programs
- w On-site Special Ed. and Gifted Program
- w ESL
- w School-to-Work
- w Peer Tutoring
- w Students At-risk/Support Groups
- w College Credit Classes
- w Comprehensive Child Care Program

### School/Academic Goals

- w Students will improve the quality of their writing across the curriculum.
- w Students will apply appropriate technology across the curriculum.
- w Students will demonstrate comprehensive career planning skills, such as personal assessment, career options and requests to enter a career field.
- w Students will apply critical thinking skills across the curriculum.

### Enrollment

October 1, 2000 School Year Student Enrollment:	2692
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	No
Number of Students Attending Under Open Enrollment in 2000-01:	78

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 2 Non-certified Employee(s)  
 7 Teacher(s)  
 7 Parent(s)  
 1 Community Member(s)  
 4 Student(s)

### Council Duties

w School Safety Issues  
 w Instructional Strategies  
 w Boundary Issues  
 w School Community Relations  
 w School Improvement and Data Collection  
 w Tax Credit Revenues

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	120.20
Other Professional Staff	16.40	Teacher Aide	9.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	5	0	0
4 to 6 years	5	8	0	0
7 to 9 years	2	15	0	0
10 or more years	22	78	1	0

## ▽ Shared Responsibilities ▽

### School

Provide a safe environment and an academic climate which fosters student progress; offer, manage and supervise extracurricular activities and athletics; provide vehicles for parent communication; report grades, attendance and discipline problems; distribute handbooks/policies/other materials relevant to the school/district expectations.

### Parents

Meet their student's physical and emotional needs; ensure adherence to, and support of, student attendance and behavioral codes; report absences and concerns; support and offer guidance in the areas of homework, credits and registration; involvement in the student's efforts in academic and extracurricular areas; cooperate and support student/staff/school efforts and expectations.

## ▽ Transportation Policy ▽

Except for emergencies, district-provided transportation to/from school or to/from school-approved activities will be only in school-owned and school-operated vehicles or in approved common carriers. Transportation will be provided to students who live beyond a two-mile radius of the school in their attendance zone. Transportation may be provided within the two-mile radius where obvious physical hazards exist that would make foot traffic impractical or unusually dangerous.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	175	<b>First Day of School:</b>	8/20/01
<b>Average Daily Instruction Time:</b>	6 hrs. 49 min.	<b>Last Day of School:</b>	5/22/02

**Operates on Traditional Schedule**

### Report Card Release Dates

10/29/01	12/26/01	2/25/02	5/29/02
----------	----------	---------	---------

### Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - No      Lunch - No      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Computer Labs (8)/Gyms (2)/Dance Room	W All-day Preschool Lab/Care Center
W Amphitheater/Cafeteria/Court Yards	W Multiuse Auditorium/Media Center

### Extracurricular Activities

W Performing Arts (All Areas)	W Student Government Organizations
W Interscholastic Sports/Pom/Cheer	W Academic Decathlon
W Speech and Debate/Chess	W Vocational Student Organizations
W Service Clubs	W Special Interest Clubs

### School/Community Resources

W Day Care	W Counseling Services/At-Risk Coordinator
W Crisis Intervention/Support Groups	W Prenatal/Parenting Assistance
W Recreational Activities	W Nurse/Health Center
W PD Officer and Social Service Liaisons	W Tutoring

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>w The Writing Committee has organized schoolwide writing samples, has compiled and distributed to all teachers the AZTEC Writing Guide and is training the staff on how to use the Six Trait Writing Rubric.</p>               | <p>w The Technology Committee published a manual cataloging all software and hardware resources available and lesson plans that implement technology. In addition, this committee provides staff development and technology assistance.</p> |
| <p>w The Career Planning Committee facilitates sophomores taking the ASVAB and hosts Career Day, an event that features speakers from a variety of professions and allows students to listen to two speakers of their choice.</p> | <p>w The Critical Thinking Committee is offering inservices for all teachers on discipline-specific critical-thinking skills.</p>   |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.6 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	5.8 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.7 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	0.0 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	99.2 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.8 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	0.8 %			11.1 %
<b>Status Unknown</b> <sup>8</sup>	2.2 %			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Westinghouse Science Talent	1997
U of Arizona President's Arizona Scholarship Cup	1998
Flinn Foundation Scholar	1998
National Merit Scholars (11)	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested <sup>3</sup>	MS	FFB	A	M	E	C
Reading	School	633	542	0%	9%	64%	25%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	650	504	3%	43%	53%	1%	89%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	610	497	30%	24%	31%	15%	NA
	State	47215	479	50%	19%	21%	10%	NA

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

<sup>3</sup>\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	96	57	43	96	60	44	98	57	43	97	60	43	88	61	43
	Language	96	48	37	96	53	39	99	51	39	97	55	40	89	57	41
	Mathematics	96	71	54	96	74	57	99	75	57	97	76	59	90	80	61
10	Reading	94	57	42	94	56	42	96	59	42	96	58	42	--	--	--
	Language	94	50	43	95	54	43	97	57	44	95	57	44	--	--	--
	Mathematics	94	61	46	94	65	47	96	65	49	95	67	50	--	--	--
11	Reading	95	58	46	94	59	46	97	59	44	93	59	45	--	--	--
	Language	95	45	42	93	51	43	96	53	42	94	55	44	--	--	--
	Mathematics	95	63	49	93	67	51	96	68	52	94	70	55	--	--	--

## ▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

We have a closed campus. All adults on campus must wear ID badges. Only Seniors are allowed the privilege of leaving campus during lunch hours. All gates are covered by school security personnel. All parking is assigned to allow for ease of identification. We adhere to uninterrupted learning time. Crisis procedures are in place and practiced in case of emergencies. We have implemented rigorous drug, alcohol, smoking, harassment and discrimination policies. We celebrate and honor diversity.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

78

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,492	\$6,709,106
Classroom Supplies	\$23	\$62,809
Administration	\$314	\$846,101
Support Services-Students	\$412	\$1,107,882
Other Support Services and Operations	\$1,033	\$2,780,553
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$4,275</b>	<b>\$11,506,450</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$616,672.92 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

Our entire amount of the trigger funding went to teacher salaries.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Keith Lewis	(480) 752-8838	
<b>Transportation Policy</b>	Rudy Hernandez	(480) 345-3781	
<b>Community Resources</b>	Lydia Denne	(480) 752-8762	
<b>School Nutrition Programs</b>	Rick Griffith	(480) 345-3724	
<b>Parent Organization</b>	P. Dorsey/J. Rosen	(480) 752-8768	
<b>Student Health/Nurse</b>	Pat Shriner	(480) 752-8785	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."